

# California Digital High School Program Process Evaluation Survey

Year 1 and 2  
Follow-up

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California Department of Education

## Section 1: Technology Plan

School technology planning should, at a minimum, be consistent with the district technology plan, district curriculum master plan, and school site improvement plan. The resulting technology plan should describe the district's vision for the use of technology to support the instructional program addressing connectivity, staff development, and student access to education technology throughout the school. A complete plan should also include evaluation components assessing performance results for students and staff, a budget that will support the complete plan, and a comprehensive implementation schedule.

1. a) When was your school technology plan first prepared? Year: \_\_\_\_\_  
b) When was your school technology plan last revised? Year: \_\_\_\_\_

### 2. Who is the lead project coordinator for the implementation of the DHS plan?

Check one.

- ☐ Technology director  
☐ Teacher interested in technology  
☐ Library media teacher  
☐ Principal  
☐ Assistant principal  
☐ Other \_\_\_\_\_ (specify)

### 3. a) Has the leadership for the DHS program changed since you initially received your grant ?

Check one.

- ☐ Has not changed  
☐ Has changed once  
☐ Has changed twice

#### b) If you had a change, was the change:

Check one.

- ☐ A different person with a different title  
☐ A different person with the same title  
☐ Same person, different title  
☐ No change

### 4. To what extent have you utilized the following state resources in your school technology planning?

Indicate extent for each item.

	Never				Frequently
California Technology Assistance Project (CTAP) workshops.....	1	2	3	4	5
CTAP personnel.....	1	2	3	4	5
CTAP websites.....	1	2	3	4	5
CTAP written materials.....	1	2	3	4	5
California Department of Education (CDE) web site .....	1	2	3	4	5
CDE written materials.....	1	2	3	4	5
Digital High School site visits.....	1	2	3	4	5

**5. As you implement technology in your school, how far along is your school with the following goals?**

*Circle one*

*Not a goal or have  
not started  
implementation*

*Goal has  
been achieved*

**Learning Goals**

Improve student computer/technology literacy.....1	2	3	4	5
Improve teacher computer/technology literacy.....1	2	3	4	5
Improve administration computer/technology literacy.....1	2	3	4	5
Integration of technology into the curriculum.....1	2	3	4	5
Change instructional strategies.....1	2	3	4	5
Improve student learning.....1	2	3	4	5
Make learning more interesting.....1	2	3	4	5
Make teaching more satisfying.....1	2	3	4	5

**Technical Goals**

Provide classrooms with hardware and software.....1	2	3	4	5
Provide library media center with hardware and software.....1	2	3	4	5
Develop school-wide network.....1	2	3	4	5
Improving technical support at school .....1	2	3	4	5

## Section 2: Impact on Curriculum

Assessing the impact of the DHS program on the curriculum requires an evaluation of how teachers view the adequacy of their technology access in the classroom and how important they view this access. The impact is also measured by how technology is used to enhance curriculum with an eye towards its differential impact across various academic areas. Finally, it is essential to assess the curriculum goals within the specific school site and how technology has impacted these goals.

**6. To what extent have the following impacted implementation of the Digital High School grant?**

*Circle one .*

*Hindered Process*

*Helped Process*

Support of teachers .....1	2	3	4	5
Support of site administration.....1	2	3	4	5
Acquisition of matching funds .....1	2	3	4	5
Parent/community support.....1	2	3	4	5
District support.....1	2	3	4	5
County support.....1	2	3	4	5
CTAP support .....1	2	3	4	5
Initial installation of technology.....1	2	3	4	5
Ongoing technical support for hardware and network problems.....1	2	3	4	5

**7. How much progress have you made in the goal areas specified in the DHS grant application?**

*Circle one*

*No progress*

*On target with plan*

Student computer knowledge and skills.....1	2	3	4	5
Improved academic achievement.....1	2	3	4	5
Increased collaboration with the community.....1	2	3	4	5

**8. How much progress have you made in implementing your staff development program to support your DHS plan?**

<i>Circle one</i>	<i>No progress</i>				<i>On target with plan</i>
Staff development designed to improve staff personal proficiency in using technology .....	1	2	3	4	5
Staff development designed to provide staff with the skills they need to help students gain computer knowledge and skills.....	1	2	3	4	5
Staff development designed to provide staff with the skills they need to integrate technology into the curriculum.....	1	2	3	4	5

**9. Where do teachers in your school fall on a scale in which 1 indicates that “they believe technology is just another fad being mandated by those above them” and 5 is “a powerful tool for helping them improve student learning”?**

<i>Mandated fad</i>					<i>Valuable tool</i>
1	2	3	4	5	

**10. Which subject areas were given priority during each year of your Technology Installation Project?**

<i>Mark Yes or No for each year..</i>	<b>Year 1</b>		<b>Year 2</b>		<b>Year 3</b>		<b>Year 4</b>	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
Science	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ
Mathematics	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ
History/social sciences	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ
Foreign languages	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ
English/language arts	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ
Visual and performing arts	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ
Other _____ ( <i>specify</i> )	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ

**11. To what extent is your school integrating technology into the following academic areas?**

<i>Circle Answer.</i>	<i>Not at all</i>				<i>Very Much</i>
Science.....	1	2	3	4	5
Mathematics.....	1	2	3	4	5
History/social sciences.....	1	2	3	4	5
Foreign languages.....	1	2	3	4	5
English/language arts.....	1	2	3	4	5
Visual and performing arts .....	1	2	3	4	5
Other _____ ( <i>specify</i> ) .....	1	2	3	4	5

**12. In terms of academic achievement since you began your DHS program, to what extent have students improved academically in the following subject areas?**

<i>Circle Answer.</i>	<i>Not at all</i>				<i>Very Much</i>
Science.....	1	2	3	4	5
Mathematics.....	1	2	3	4	5
History/social sciences.....	1	2	3	4	5
Foreign languages.....	1	2	3	4	5
English/language arts.....	1	2	3	4	5
Visual and performing arts .....	1	2	3	4	5
Other _____ ( <i>specify</i> ) .....	1	2	3	4	5

### 13. To what extent are the following uses of technology integrated into the curriculum?

<i>Circle Answer.</i>	<i>Not at all</i>				<i>Very Much</i>
Drill and Practice.....	1	2	3	4	5
Productivity tools (spreadsheet, word processing, database).....	1	2	3	4	5
Integrated Learning Systems (complete technology-based instruction resources).....	1	2	3	4	5
Problem-based learning applications (unit specific).....	1	2	3	4	5
Desktop publishing tools.....	1	2	3	4	5
Internet access.....	1	2	3	4	5

## Section 3: Staff Development/Competency

Technology training includes a range of professional development experiences; from training on the use of technology equipment and software applications to training on how to incorporate technology into the teaching and learning process. Evaluating the technology competency of the staff and the variety of approaches to enhancing this competency through staff development is essential in assessing the DHS program. It is important to identify the level of staff technical proficiency, the training needs, how much training staff has received, who has provided this training, who bears the cost, and the incentive for teachers to enhance their technical proficiency. Finally, what are the requirements for new teachers and how this increase in teaching technology proficiency impacted the job satisfaction of each teacher.

### 14. Please estimate the percentage of your teaching staff that you would rate in each of the following categories of proficiency with using modern technology as an educational tool.

*Totals should equal 100%*

**Limited or no experience** – using one or two software applications for personal productivity (e.g. word processing or email)..... %

**Preliminary proficiency** – selecting and using a variety of software applications for personal productivity, classroom management, and/or instructional support (e.g. word processing, database, spreadsheet, Internet, multimedia, and presentation software)..... %

**Professional proficiency** – selecting and using a variety of appropriate technology tools in an instructional context (e.g. integrating software and electronic resources into language arts, history, math, or science, incorporating data manipulation, analysis. Information Literacy, communication and collaboration through a variety of electronic media into lessons, use of multimedia peripherals such as digital cameras and scanners, use of technology tools for student assessment)..... %

**Leadership proficiency** – ability to serve as a technology leader at a school site or in the district (e.g. train or mentor other teachers in using technology in instruction, create training modules, developing site/district policies, technology planning)..... %

\_\_\_\_\_ %

100%

### 15. To what extent have the following partners been involved in the implementation of the DHS grant?

<i>Circle Answer.</i>	<i>Not involved</i>				<i>Very Involved</i>
Parents.....	1	2	3	4	5
Businesses.....	1	2	3	4	5
Post-secondary institutions.....	1	2	3	4	5
Government agencies.....	1	2	3	4	5
Community groups.....	1	2	3	4	5

**16. Please indicate which of these statements are accurate in describing partnerships with the following groups at your school.**

*Check one for each group.*

Has been a strong partner

	<i>Yes</i>	<i>No</i>
Parents	<input type="radio"/>	<input type="radio"/>
Businesses	<input type="radio"/>	<input type="radio"/>
Post-secondary institutions	<input type="radio"/>	<input type="radio"/>
Government agencies	<input type="radio"/>	<input type="radio"/>
Community groups	<input type="radio"/>	<input type="radio"/>

Has helped to install hardware and software at school site

	<i>Yes</i>	<i>No</i>
Parents	<input type="radio"/>	<input type="radio"/>
Businesses	<input type="radio"/>	<input type="radio"/>
Post-secondary institutions	<input type="radio"/>	<input type="radio"/>
Government agencies	<input type="radio"/>	<input type="radio"/>
Community groups	<input type="radio"/>	<input type="radio"/>

Has helped provide on-going technical support

	<i>Yes</i>	<i>No</i>
Parents	<input type="radio"/>	<input type="radio"/>
Businesses	<input type="radio"/>	<input type="radio"/>
Post-secondary institutions	<input type="radio"/>	<input type="radio"/>
Government agencies	<input type="radio"/>	<input type="radio"/>
Community groups	<input type="radio"/>	<input type="radio"/>

Has provided technology training to teachers/staff

	<i>Yes</i>	<i>No</i>
Parents	<input type="radio"/>	<input type="radio"/>
Businesses	<input type="radio"/>	<input type="radio"/>
Post-secondary institutions	<input type="radio"/>	<input type="radio"/>
Government agencies	<input type="radio"/>	<input type="radio"/>
Community groups	<input type="radio"/>	<input type="radio"/>

Not interested in program

	<i>Yes</i>	<i>No</i>
Parents	<input type="radio"/>	<input type="radio"/>
Businesses	<input type="radio"/>	<input type="radio"/>
Post-secondary institutions	<input type="radio"/>	<input type="radio"/>
Government agencies	<input type="radio"/>	<input type="radio"/>
Community groups	<input type="radio"/>	<input type="radio"/>

Did not understand the goals of the school technology plan

	<i>Yes</i>	<i>No</i>
Parents	<input type="radio"/>	<input type="radio"/>
Businesses	<input type="radio"/>	<input type="radio"/>
Post-secondary institutions	<input type="radio"/>	<input type="radio"/>
Government agencies	<input type="radio"/>	<input type="radio"/>
Community groups	<input type="radio"/>	<input type="radio"/>

Did not have the technology knowledge to assist in implementation of program

	Yes	No
Parents	<input type="radio"/>	<input type="radio"/>
Businesses	<input type="radio"/>	<input type="radio"/>
Post-secondary institutions	<input type="radio"/>	<input type="radio"/>
Government agencies	<input type="radio"/>	<input type="radio"/>
Community groups	<input type="radio"/>	<input type="radio"/>

Could not commit the necessary time to assisting our school

	Yes	No
Parents	<input type="radio"/>	<input type="radio"/>
Businesses	<input type="radio"/>	<input type="radio"/>
Post-secondary institutions	<input type="radio"/>	<input type="radio"/>
Government agencies	<input type="radio"/>	<input type="radio"/>
Community groups	<input type="radio"/>	<input type="radio"/>

Our DHS plan never called for partnering with groups

	Yes	No
	<input type="radio"/>	<input type="radio"/>

**17. There are a number of steps in the process of receiving the DHS grant. Please indicate how positive or negative you felt about each of the following.**

Circle Answer.	Negative			Positive	
Application preparation and development .....	1	2	3	4	5
Application approval process.....	1	2	3	4	5
Budget revision request.....	1	2	3	4	5
Distribution of funds.....	1	2	3	4	5
Timelines.....	1	2	3	4	5
Completion of Process Evaluation Survey and Follow-up Survey.....	1	2	3	4	5
Certification of completion to receive TSST funding.....	1	2	3	4	5

**18. To what extent have the following initiatives impacted the implementation of your DHS program?**

Circle Answer.	Great Hindrance			Strong Assistance	
State adopted curriculum standards.....	1	2	3	4	5
Local school improvement efforts like the School improvement Plan, Focus on Learning, WASC, and district plans, E-rate.....	1	2	3	4	5

**19. When technology at your school breaks down, how long does it typically take to fix the problem?**

Number of hours

\_\_\_\_\_

**20. If a teacher is experiencing technical problems in the course of an instructional activity, is there immediate technical support available?**

☐ Yes ☐ No

**21. On average, how many hours per week does each student have access to computers in a lab?**

\_\_\_\_\_

**22. On average, how many hours per week does each student have access to computers in a classroom?**

\_\_\_\_\_

23. On average, how many hours per week does each student use a computer and related technology in the basic academic courses (e.g. mathematics, English/language arts, social sciences) as opposed to courses that teach specific computer skills (e.g. keyboarding, programming, computer science)?

\_\_\_\_\_

24. Will the DHS funds and matching resources provide adequate funding for implementing your school technology plan?

ÿ Yes                      ÿ No

25. If not, how much more money per student would you need to fully implement your school technology plan.

\$\_\_\_\_\_

26. How important has/will TSST funds be for the following:

<i>Circle Answer.</i>	<i>Not important</i>			<i>Very Important</i>	
Staff development.....	1	2	3	4	5
Maintenance and repair.....	1	2	3	4	5
Technical support.....	1	2	3	4	5
New software acquisitions and updates.....	1	2	3	4	5
New hardware acquisitions.....	1	2	3	4	5
Updating hardware.....	1	2	3	4	5